



**Notes and Action Record of the Yeoman Park Academy / Redgate Primary Academy  
Joint Local Academy Committee Spring 2 Strategy/Development Meeting  
Held on Wednesday 18<sup>th</sup> March at 2026 at 10.00am at Yeoman Park**

Membership	Initials	Governor category	Absence
Pete Edwards MBE (Chair of Governors)	PE	Appointed AC governor	
Lynn Weeks (Vice Chair of Governors)	LW	Appointed AC governor	
Zoe Clayton	ZC	Staff AC governor	
Alison Pink	AP	Appointed AC governor	A
Douglas Pink	DP	Appointed Parent AC governor	
James Coope	JC	Appointed AC governor	A
Rebecca Scully	RS	Appointed Parent AC governor	
Zoe Ascroft	ZA	Appointed AC governor	

Staff in attendance	Initials	Position	Absence
Lucy Spacey	LS	Executive Principal	
Courtney Hoop	CS	Principal – Yeoman Park	
Claire Gouthwaite	CG	Principal - Redgate	
Lynsey Parker	LP	Governance Professional / Clerk to Governors	

<b>Quorum required</b>	4	<b>Governors present</b>	6
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**Action Record:**

Agenda item	Meeting Ref	Action Required	Responsible Person	Timeline	Update	Complete / carried forward
YPA/RPA/20/2526	Spring 1	Review monitoring visit form, and current link governor roles and possible reallocation	PE/LP	16/3/2026	Link visit form updated. Wider review and guidance on all link roles planned for start of 2026/27	C/F

YPA/RPA	Spring 2	Ensure inclusion of vulnerable children, and staff wellbeing is included on all LAC agendas and/or evidenced in discussions	LP	18/5/2026		
YPA/RPA	Spring 2	Ensure governors provide feedback on assurance provided and what was evidenced in link visits in relation to relevant LAC agenda items	All governors	Ongoing from 18/5/2026		

**Notes of meeting:**

**Blue text = academy committee governor check and challenge**

**Green text = academy committee governor decision-making / approval**

Q = Question from governors

A = Answer from senior leaders

Agenda item	Key points /summary of discussion	Action Required	Responsible Person	Timeline
YPA/RPA/ 25/2526 Welcome and apologies	Apologies were received and accepted from JC and AP.  The Chair advised that JC is to continue as a member of the YPA/RPA LAC and will also continue his Careers link governor role. ZC updated on the new Careers lead at YPA for JC to make contact with.			
YPA/RPA/ 26/2526 Declarations of Interest	There were no declarations of interest for any items on the agenda and it was confirmed that previous declarations were correct.  It was confirmed that all previous declarations have been published and the Trust register of interests updated.			
YPA/RPA/ 27/2526 Notes of last meeting and update action log	Notes of the previous meeting were received and agreed. Updates and status were given for actions from the last meeting – see above.			
YPA/RPA/	<b>New Ofsted Inspection Framework</b>			

<p>28/2526 Governor training and development</p>	<p>The new Ofsted inspection toolkit and questions to governors compiled from recent Ofsted inspections were shared with governors in advance of the meeting. CG and CH led the Academy Committee governors in a round table discussion on the new Ofsted requirements and governor roles and responsibilities.</p> <p>Academy Committee governors noted that the last Redgate inspection was March 2022 and so inspection under the new framework is due at any time from this term.</p> <p><b>Q – is there a maximum timeframe between inspections e.g. the previous Section 5 and Section 8 inspections?</b></p> <p>A – Believe that <i>maximum</i> period of 5 years is in place.</p> <p>A discussion took place on the inspection process itself – from receiving the call through to some changes to approach and methodology ie case sampling 6 vulnerable children – inspectors will follow their provision throughout the day to see what the experience is for that child. In mainstream academies these may be children with SEND, as all children at YPA and RPA have EHCPs at these schools, it will be necessary to go to additional vulnerabilities e.g. LAC, PP, EAL. It was confirmed that schools know and have this information to hand, and understand the children well.</p> <p>Inspectors will speak to staff, but are there to observe a normal day, not there to interrupt the flow of learning.</p> <p>Governors discussed which governors may need to be called for meetings with inspectors, noting that many of the committee are still relatively new in post. Principals advised that there is lots of experience within the Trust, and that they will be supported. It was noted that it is leaders job to ensure all evidence and the ‘story’ of each academy is available to governors.</p> <p>Governors were advised that feedback from inspectors is now given during the visit and the schools have the opportunity to put any issues right.</p> <p>Grading scale:</p> <ul style="list-style-type: none"> <li>• Exceptional</li> <li>• strong standard</li> </ul>			
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	<ul style="list-style-type: none"> <li>• expected standard</li> <li>• needs attention</li> <li>• urgent improvement</li> </ul> <p>New gradings do not align and cannot be mapped to the old ‘good’, ‘outstanding’ gradings.</p> <p>No ‘best fit’, now a secure fit assessment model whereby schools must meet ALL requirements in order to achieve the relevant standard/grading. Expected Standard is the expectation, and it is for all schools to demonstrate how they meet the requirements of this standard in the first instance.</p> <p>For any ‘needs attention’ areas, HMI will be assigned to the school and work with them over 3 months before reinspected</p> <p>Anecdotal feedback from inspections so far is that there is more rigor.</p> <p><b>Q – Are you made aware of any particular Lines of Enquiry that will be followed beforehand?</b></p> <p>A – new framework is designed to be fairer and more transparent and standardised, with no keys lines of enquiry or deep dives. Inspectors trained in special school settings, but toolkit still refers to national standards. Work is taking place across the Trust on expected standard requirements so that we can be confident that we are secure. SEF documents for both academies are being updated and will be shared with governors in due course.</p> <p><b>Q – Do HMI have educational background?</b></p> <p>A - Yes – all inspectors will have education experience at senior leadership level.</p> <p><b>Q – Why were the changes introduced?</b></p> <p>A – New framework was developed in response to headteacher wellbeing issues, to reduce pressure for staff and improve wellbeing</p>			
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	<p><b>Q – Will there be any issues with the Inspectors speaking to non-verbal children in the academies?</b>  A - Inspectors should have had training. Individual inspectors may or may not let academy staff accompany / support during pupil voice meetings, which may be needed to help interpret and support communication.</p> <p><b>Q – What should governors be doing to support and challenge?</b>  A – Ensure what we are saying is backed up by evidence – is this documented, is this followed in practice, are records checked, how do you know? Look for assurance and evidence in all link visits  e.g. curriculum intent and plan – is this followed by all teachers; staff wellbeing and workload – how are we responding to feedback, what have we put in place, how are we working smarter?  An idea was discussed for the Quality of Education/Curriculum link governor to attend one of the QA sessions / learning walks to look at implementation of the Personal Development curriculum. It was agreed that this will provide additional insight into how this translates into delivery and that this should take place.  Governors with experience in other Trusts confirmed that governors attending learning walks and other QA processes works well and provides additional assurance.</p> <p>Governors considered that their role is strategic, but agreed that they need some evidence of the operational – what is working well, what is not working so well and therefore what needs some development.</p> <p>The Principals invited governors to ask challenging questions, and thanked all of the Academy Committee governors for working in partnership with them and for the professional relationships that exist and that they would encourage to continue.</p> <p>The CoG asked all governors to ensure that any feedback on link visits is given in relation to the relevant items on the agenda and especially within the Principal’s report item. Governors also asked that inclusion and staff wellbeing is included in all future LAC meetings agendas and / or minutes.</p> <p>Principals shared some recent Ofsted inspection reports for special schools for governors to read through and consider.</p>	<p>Ensure governors provide feedback on assurance provided and what was evidenced in link visits in relation</p>	<p>All governors</p>	
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	<p>Governors were encouraged to re-visit the Scheme of Delegation to fully understand their roles and remit; to review the question bank that was shared in advance and think about how they would respond; and to consider how to develop their skills, knowledge, experience, leading to ongoing improvements in governor effectiveness. Governors were advised that if there were any gaps in knowledge or anything additional that they require to contact the Principals or Governance Professional. It was also confirmed that the annual governor skills survey would be issues next term and would inform future development planning.</p> <p><b>Q – How can governors develop a better understanding of the longer term strategic development and direction of both academies?</b></p> <p>A – Recognise that this understanding is developed over time. Governors need to have an awareness of the need for both long term plans and being responsive to the needs of changing cohorts. Understand areas for improvement and further development. Please continue engaging with reporting provided to LAC meetings, as well as following up in more detail during link visits.</p> <p>A discussion took place on how best to share local academy processes and procedures, as well as the Trust-wide policies, for governors to consider implementation during link visits.</p> <p>Governors received an update on how Trust and academy leaders are preparing and empowering staff, ensuring that team leaders, class teachers, and all levels are aware of the new requirements, the academy SEFs, have all relevant data and information and can tell the same ‘story’. Action planning for staff will be developed in line with Ofsted / SEF so that there is a clear link from the regulatory requirements through to individual level planning.</p> <p><b>Any other Business</b> Child sudden death review process has recently been followed at Yeoman Park. Governors received update on the approach to communicating with parents and staff and children including: Educational Psychologist involvement</p>	<p>to relevant LAC agenda items / Ensure inclusion of vulnerable children, and staff wellbeing is included on all LAC agendas and/or evidenced in discussions</p>	<p>LP</p>	
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	<p>Social story for class Bereavement support Children being observed and monitored closely for impact</p> <p><b>Q – As well as the children, how is staff wellbeing being considered?</b> A - Trust offer e.g. access to counselling and support through the Employee Assistance Programme. Academy-specific offer e.g. access to Educational Psychology team for staff and students, and informal / line management check ins. Next steps include ongoing conversations and support for one another.</p> <p>All Governors expressed their sympathy for the recent events and thanked CG and ZC for the update and for how sensitively the situation has been handled in school.</p>			
YPA/RPA/ 29/2526 Determination of Confidentiality	<b>Governors determined that there were no confidential discussions.</b>			
YPA/RPA/ 30/2526 Report to Trustees	A report will be provided to Trustees following the meeting.			
YPA/RPA/ 31/2526 Date and time of next meeting	<p>It was noted that the next meeting is scheduled for 13<sup>th</sup> May at 10.00am at Yeoman Park Academy, however RPA's AIR has now been scheduled for this date meaning both the Principal and Executive Principal won't be able to attend the LAC and therefore the LAC meeting will be rearranged.</p> <p>The meeting closed at 11.15am</p>			

<b>Signed by Chair:</b> P Edwards MBE	<b>Date:</b>
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